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BULLETIN  
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A. & T. COLLEGE

*Graduate School*



**ABSTRACTS OF GRADUATE THESES  
1959-1960**

**THE AGRICULTURAL AND TECHNICAL COLLEGE  
OF  
NORTH CAROLINA  
GREENSBORO, NORTH CAROLINA**

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### 1959-1960

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## **PREFACE**

Presentations in this publication are the symbolic representations by letters, syllables, and words that have been systematically organized to communicate facts in a scientific pattern.

Feelings of anxiety, hope, faith, inspiration, aspirations and injected ambitions are couched in the hearts, minds, bodies, and nervous systems of the investigators, hence, these promulgations are merely overt projections and reflections of conscious covert "feeling" patterns.

However, we may observe these situations, this intercommunication of ideas may well propagate to some degree these patterns of intracommunication herein graphically proposed for the reader's consideration.

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**PART I. ABSTRACTS OF THESES**  
**THE DEVELOPMENT OF FORMAL PUBLIC EDUCATION IN THE WINSTON  
AND SALEM AREA OF NORTH CAROLINA, 1839-1959**

CHARLES EVERETT BAILEY, JR.  
(W. MALCOM JOHNSON, JR., *Advisor*)

*Statement of the Problem.* The problem of this study was to trace the development of formal public education in the Winston and Salem areas from the inception of the North Carolina Public Statutes in 1839 to the present.

*Purpose of the Study.* The purpose of this study was to encourage objective evaluation of educational progress.

*Scope of the Study.* The study encompassed the development of formal public education in the immediate area of Winston and Salem from 1839 to the present.

*Methodology.* The historical method was used. The following procedure was employed:

1. A review of related theses
2. A careful and extensive study of all writings on the area.
3. Interviews

*Conclusions.* As a result of this study, the writer drew the following conclusions:

1. Progress in the Winston and Salem area has been phenomenal, both in education and business.
2. The city of Winston-Salem, North Carolina has an educational program that is much broader than that of the county.
3. Integration of the City and County School Programs manifests solutions to many existing educational problems of the immediate area.

*Recommendations.* Recommendations could not be made because complete data on the Winston-Salem, North Carolina School Program was not available.

**A STUDY OF HOW ENGLISH AND MUSIC  
CAN BE INTERRELATED SUBJECTS**

MARY JOHNSON BANKS  
(CHARLES R. WYRICK, *Advisor*)

*Statement of the Problem.* The problem of this study was to show the interrelation of English and music as school subjects to the extent that

suggestions of fused and integrated use of the two may be derived.

*Purpose of the Study.* The study was to show how the subject of English and music are comparatively interrelated to the extent that they can be integrated in teaching whenever it is expedient in order to create more interest and enthusiasm in these subjects.

*Scope of the Study.* This study included English grammar, literature, and the language arts in a parallel study with music. The writer felt that although there is a vast contrast in the subjects, there are many concrete terms and experiences in each that may be used synonymously. This study can be used for the grammar and secondary grades.

*Significance of the Study.* English is at all times our basic subject in learning all our other subjects in that it teaches reading and understanding of words, phonics for learning old and new words, spelling, communication, and a background of our heritage.

Today this era is an age of science. Science is in focus and is taking first place, so to speak, in such pace that in some instances English teachers are made to feel of little importance. However, English is ever alive and always essential.

The writer felt that by interrelating the teaching of English and music another means will be realized in motivation for English, which we must have, and for music which everyone should appreciate. It is known that English is being taught in the foreign countries that are now the big powers. Consequently, it should naturally be stressed more in this English speaking country. Music is a universal language and is always to be desired as an interest medium.

*Methodology.* The normative survey method, with supporting historical, comparative, and experimental technique, was used.

*Procedure.* The two subjects, English and music respectively, were discussed comparatively throughout the study according to outline. Historical data were employed. Present day teachings, observations, and experiences were utilized. Some original examples were given.

*Source of Data.* Data were secured from (1) historical recordings, (2) recent articles and journals, (3) textbooks, and (4) some classroom experiences.

*Summary and Conclusions.* This study was designed to show how English and music are interrelated by comparing the importance of the two subjects versus science and other subjects, the backgrounds and development of both, how the two were constructed and what some of the similar component parts of both are. Many terms were discussed that

are common to both subjects and used almost synonymously in each.

English and music started from crude, primitive, rudimentary sounds which developed into the artistic forms of the literature and music of today. This is clarified by examples: English is studied and used in most countries. Music is used in all countries. The periods of both subjects run coherently in changing eras. Letters of the alphabet—vowel and consonant sound are used and studied extensively in English and music for perfection or diction. There are syllables, sentences, phrase, punctuation, rhythm, meter, harmony, accent, national idiosyncrasies, composition, themes, definite styles and forms in both subjects.

It was concluded that English and music as school subjects can be fused or intergrated according to the suggestion in this study if it is necessary or desirable to do so for the purpose of motivation of English and (or) music. Both subjects are interesting and afford opportunity for creative expression in writing.

*Recommendations.* The writer made the following recommendations as a result of this study:

1. That teachers of English become more cognizant of the role of voice in the language arts;
2. That teachers of English encourage students to practice acceptable forms of enunciation and pronunciation;
3. That teachers of language arts learn more about both English and music in their relativity;
4. That students be encouraged to do more creative expression orally, in prose, and in music;
5. That the importance of mastery of the English language in helping with all other subjects be stressed;
6. That the study of music along with English in some phases be used for motivation; and
7. That the given references be consulted for more extensive facts on the two subjects.

## **A STUDY OF HEALTH AND PHYSICAL EDUCATION IN FIVE HIGH SCHOOLS IN NORTH CAROLINA**

TURNER RUFFIN COGGINS  
(LEONARD H. ROBINSON, *Advisor*)

*Statement of the Problem.* The purpose of this study was to survey the existing practices and problems of health and physical education programs in five selected North Carolina high schools and to suggest

means for improvement.

*Purpose of the study.* The purposes of this study were to (1) determine by survey and analysis the present programs of health and physical education in five selected schools of North Carolina; (2) determine what problems, if any, exist in these programs, and (3) survey improved practices and policies of various programs approved by authorities in health and physical education for purpose of suggesting a functional program that will meet the needs of junior and senior high school pupils.

*Scope of the Study.* It is hoped that this study may be of use and value in the following ways:

1. That it may prove of invaluable use of health and physical education teachers and coaches in improving present practices.
2. That it may be of further value in improving health education and conditions of the population.
3. That it may be of significance to principals and other administrators in planning and executing the program of health and physical education.

*Methodology.* The survey method was used in this study.

*Sources of Data.* Data for this study were secured from a survey of literature, questionnaires, pamphlets, books and outline of courses of study.

*Conclusions.* As a result of this study, the writer makes the following statements in conclusions:

1. The teaching personnel was adequate from the standpoint of formal training but did not make yearly programs to meet the pupils' needs.
2. Seemingly, the health and physical education programs were not planned well enough to give each child the maximum use of available facilities.
3. Apparently, there is a need for a special guidance teacher to assist in the total school curriculum.

*Recommendations.* The writer, on the basis of observation and analysis, wishes to make the following recommendations:

1. That all schools make a yearly calendar of the health and recreational activities and keep a copy on file in the principal's office.
2. That all North Carolina high schools comply to state regulation pertaining to recreation for all pupils in grades one through nine, inclusive.
3. That improvised locker facilities, neatly constructed, be made avail-

able for all students in health and physical education classes in the absence of metal ones.

4. That conditions safeguarding health and safety be brought up to adequate standards by removal of such health hazards as unclean toilets and improper heating for cold days, and by the supplying of fire extinguishers and an adequate number of first-aid kits.
5. That instructors and administrators who look upon the health and physical education program as merely "a few minutes of play" be brought to see that like other courses in the high school curriculum, health and physical education have other values that are economic, intellectual, spiritual and cultural along with its physical aspects.

### **A STUDY OF METHODS AND TECHNIQUES USED FOR IMPROVING THE TEACHING OF READING IN THE SECOND GRADES IN THE J. F. GUNN SCHOOL IN BURLINGTON, NORTH CAROLINA**

NANNIE HANNAR COLLINS  
(W. A. BLOUNT, *Advisor*)

*Statement of the Problem.* The problem in this study was to find some of the best methods for improving the teaching of reading in the second grades of J. F. Gunn School in order to alleviate some of the reading difficulties that follow children as they advance from grade to grade.

*Purpose of the Study.* The purpose of this study was to find methods and materials for the improvement of the reading program and to gain information which would help to develop the skills and techniques used in reading.

*Scope of the Study.* This study was limited to the second grade pupils of the J. F. Gunn School in Burlington, North Carolina.

*Procedure and Methodology.* The Supervisor, Superintendent and Principal of the J. F. Gunn School were consulted about the plans.

Questionnaires were issued to teachers in the Fall and returned in May.

The study illustrated the before and after type of investigation. Six second grades were studied; reading readiness test were given in the Fall and Stanford Achievement Tests given in May. Personal interviews with teachers and other personnel were made.

*Conclusions:* On the basis of the findings the following conclusions were drawn:

The analysis of the data of this study showed that—

The majority of the six teachers used visual and auditory materials for reading readiness. The use of work books was not approved by the administration. The majority of teachers were in accord with the decision. Reading at home was discouraged. Reading-readiness and achievement tests were made.

*Recommendations:* On the basis of the conclusions drawn, the following recommendations were made:

1. That teachers utilize the following in their teaching:
  - a. Controlled introduction of new words.
  - b. Correlation of supplementary and basic materials.
2. That teachers use more upuil-teacher plannink in the reading program.
3. That teachers use a variety of methods and techniques so that they might understand and meet needs in the reading program.
4. That teachers keep abreast with best methods and techniques in teaching reading.
5. That teachers stress phonics, word recognition and word meaning.
6. That teachers study and meet the needs of each individual pupil in the classroom.

## **A STUDY OF THE RELATIONSHIP BETWEEN THE MINNESOTA TEACHERS ATTITUDE INVENTORY AND THREE OTHER PSYCHOLOGICAL TESTS**

JOSEPHINE ELIZABETH CURRYE  
(CALVIN R. STEVENSON, *Advisor*)

*Statement of the Problem.* This study sought to determine the relationship, if any, between scores on the Minnesota Teachers Attitude Inventory and the Otis Self-Administering Test of Mental Ability, the four scales and "T" of the Gordon Personal Profile, and the values of the Study of Values. It also sought to determine if the top and bottom thirds of the total group, using the Minnesota Teacher Attitude as a criterion, were similarly differentiated by each of three other pshychological measures.

The solution of the main problems involved the solution of the sub-problems listed below:

1. Determination of the relationship, if any, between scores on the Minnesota Teachers Attitude Inventory and scores on the Otis Self-Administering Test of Mental Ability.
2. Determination of the relationship, if any, between the Minnesota Teacher Attitude Inventory and scores on the Study of Values.

3. Determination of the relationship, if any, between scores on the Minnesota Teacher Attitude Inventory and scores on the Gordon Personal Profile.
4. Determination of the significance of any observed differences between the means of the top and bottom thirds of the total group on the Minnesota Teacher Attitude Inventory.
5. Determination of the significance of any observed differences between means of the above groups on the Otis Self-Administering Test of Mental Ability, the four scales of the Study of Values.

*Findings.* The study sought to test the following null hypotheses:

1. That there was not significant relationship between scores on the Minnesota Teacher Attitude Inventory and the Otis Self-Administering Test of Mental Ability.
2. That there was no significant relationship between scores on the Minnesota Teacher Attitude Inventory and the Gordon Personal Profile.
3. That there was no significant relationship between scores on the Minnesota Teacher Attitude Inventory and the Study of Values.
4. That the Gordon Personal Profile, the Study of Values, and the Otis Self-Administering Test of Mental Ability did not significantly differentiate extreme groups; that is the highest and lowest thirds based on scores obtained on the Minnesota Teacher Attitude Inventory.

*Conclusion.* The following conclusions were drawn from data collected and analyzed in the solution of the above problems:

1. That there is moderate correlation (substantial relationship) between the Minnesota Teacher Attitude Inventory and the Otis Self-Administering Test of Mental Ability.
2. That there is almost negligible relationship between the Minnesota Teacher Attitude Inventory and the four areas measured by the Gordon Personal Profile.
3. That there is no significant correlation between the Minnesota Teacher Attitude Inventory and the Study of Values.
4. That no significant difference exists between the top and bottom thirds of the total group on the Minnesota Teacher Attitude Inventory.
5. That there is no significant relationship between means of the above groups on the Otis Self-Administering Test of Mental Ability, the four scales of the Gordon Personal Profile, and the six values of the Study of Values.

**A COMPARISON OF COMPETENCE IN ENGLISH OF STUDENTS  
PURSUING ENGLISH AND FRENCH WITH STUDENTS PURSUING  
ENGLISH ONLY IN THE SENIOR CLASS OF STEPHENS-LEE  
HIGH SCHOOL, ASHEVILLE, NORTH CAROLINA**

OMESA DUNN

(J. NIEL ARMSTRONG, *Advisor*)

*Purpose of the Study.* The purposes of this study were:

1. To determine the competence achieved in English by pupils who studied English and French as compared with competence achieved in English by pupils who studied English only in the Stephens-Lee High School, Asheville, North Carolina.
2. To reveal the success of the English-French program in the school.
3. To reveal the student's ability to apply the language skills.

The sixty seniors of Stephens-Lee High School were considered in this study.

*Procedure*

1. The investigator secured permission from the superintendent and principal.
2. The investigator gave the Cooperative English Test to thirty pupils studying English and French.
3. The investigator gave the Cooperative English Test to thirty pupils studying English only.
4. The investigator gave the Cooperative French Test to thirty pupils studying French.
5. The investigator compared the scores in English made by pupils who studied English and French with the scores in English made by pupils who studied English only.

*Conclusions.* As a result of this study, the writer drew the following conclusions:

1. That the pupils who studied English and French surpassed the pupils who studied English only in usage, spelling and vocabulary.
2. That pupils differed in skills.
3. That pupils who excel in one area is accompanied by low achievement in other areas.

*Recommendations.* On the basis of conclusions drawn, the writer wishes to make the following recommendations:

1. That the language teacher should draw support from all language

areas, namely, vocabulary, spelling and usage.

2. That all high school pupils should study at least one foreign language.
3. That the teacher should check language deficiencies of all pupils.
4. That a standardized English Test and a standardized foreign language test should be given to pupils every year so that pupil difficulties will be identified.

## **AN ANALYSIS OF THE PROCEDURES USED BY TEACHERS OF AGRICULTURE IN ORIENTATING PARENTS AND PREVOCATIONAL STUDENTS TO VOCATIONAL AGRICULTURE IN THE INBORDEN GROUP**

WILLIE THOMAS ELLIS, SR.  
(H. F. ROBINSON, *Advisor*)

*Statement of the Problem.* The problem of this study was to determine what procedures and methods had been employed by teachers of agriculture in the Inborden Group in orientating prevocational students and their parents, and to determine what procedures and methods had yielded the most favorable results in orientating parents and prevocational students.

*Puprose of the Study.* The purpose of this study were to: (1) Acquire pertinent procedures used by teachers of vocational agriculture in the Inborden Group to orientate prevocational students and parents to the vocational program. (2) Analyze the various methods, techniques, and procedures employed by agricultural teachers in the Inborden Group in orientating prevocational students and parents to the vocational program. (3) Acquire the results of orientating procedures employed by teachers of vocational agriculture that received the most favorable reaction of parents and prevocational students.

*Scope of the Study.* This study was confined to the Inborden Group of vocational agriculturral teachers, comprising Egecombe, Halifax, Nash, and Wilson Counties in Eastern North Carolina.

*Method and Procedures.* The Normative Survey Method was use. The information was secured through visitations, questionnaires, observations, interviews, and conferences with vocational agricultural teachers and principals.

The following step-by-step procedures were used:

1. A review of related studies, books, and literature pertinent to the study was made. Questionnaire forms were drafted and tested along with interview schedules. A list of respondents was prepared. Questionnaires were distributed to 13 teachers of agriculture. Thirteen principals were interviewed. Generalizations and conclusions were

drawn for interpretation; and, recommendations were made, based upon findings and interpretations.

*Conclusions.* After careful examination of data collected for this study, the writer arrived at the following conclusions:

1. The most effective methods of orientating boys and parents to the program of vocational agriculture before the boy enrolls were:
  - a. conferences with the boy alone.
  - b. conferences with the boy and parents together.
2. The most effective method of orientating the boy and parents to the program of vocational agriculture after the boy enrolled was private conferences with the parents alone.
3. Vocational agriculture could be more effective in meeting the needs of the people served by the organized program if systematic orientation was instituted in all rural secondary schools that offer vocational education in agriculture.
4. Orientation is more effective when the parents and prevocational pupils are subjected to organized instruction in orientation by the teacher of vocational agriculture and the administrative principal.
5. Orientation of prevocational pupils will assist the teacher, parents and pupil in making early adjustments to the school and department of vocational agriculture.
6. A dual or flexible orientation program is needed for each department of vocational agriculture where enrolled pupil and prevocational pupil are orientated effectively.
7. Experience gained in other fields by teachers of agriculture is transferable and helpful in orientating pupil and parents to the program of vocational agriculture.
8. The general characteristics of the community in which a program of vocational agriculture is offered should be considered in developing an orientation program that will prove to be effective.
9. Systematic orientation was employed by all agricultural teachers who participated in this study. But, each teacher intimated that his program of orientation is vulnerable for a comprehensive evaluation.
10. Further studies should be made on some criteria for evaluating orientation methods and procedures that are presently employed by teachers of vocational agriculture.

*Recommendations.* The following recommendations were made, based upon the findings and observations of the writer, while conducting the study:

1. That teachers of agriculture should be subjected to professional courses

in orientation to assist them in acquainting the pupil and parents with vocational agriculture.

2. That a similar study should be made of the eleven other agricultural groups by some member of each respective group and all of these studies should be grouped and bound and distributed to each teacher of agriculture in North Carolina.
3. That the teacher of agriculture and the administrative principal should work cooperatively, and continuously in conducting orientation for the pupil and parents.
4. That each teacher of agriculture and principal should compile written plans for orientating pupils and parents to vocational agriculture and execute those plans that are applicable and discard those that are not applicable.
5. That each teacher of agriculture should evaluate his orientating methods and procedures continuously.
6. That the teachers of agriculture in the Inborden Group familiarize themselves with the methods and procedures in this study and employ those that will be applicable to their situation.
7. That the teachers of agriculture and principals make a study of the characteristics and needs for orientation in the Inborden Group.
8. That the following items be included in the systematic orientation programs for each teacher of agriculture:
  - a. Orientation to the school.
  - b. Orientation to New Farmers of America.
  - c. Orientation to Supervised Farming Program.
  - d. Orientation to opportunities in agriculture.

## **A STUDY OF THE INFLUENCE OF CALVINISM UPON NEW ENGLAND WRITER FROM 1620-1800**

MABEL GRAEBER FORD  
(W. A. BLOUNT, *Advisor*)

*Statement of the problem.* The problem in this study was to evaluate the influence of Calvinism upon the major New English writers from 1620-1800 and to ascertain and interpret the significance of that influence upon us today.

*Purpose of the study.* The purpose for which this study was made were as follows:

1. To examine the works of the major writers of New England for

evidence of Calvinistic influence.

2. To determine to what extent these influences were democratic or undemocratic.
3. To determine to what extent these influences were desirable or undesirable.
4. To determine which of these influences are builders of character in boys and girls of today.
5. To suggest some practical co-operative ways by which pupil and the school may cope with the problem of resistance to change in our social order.

*Scope of the study.* This study was concerned with the critical appraisal of the works of major New England writers from 1620-1800. It was further limited to the works of the major authors of this period and to the prose and poetry of such writers.

*Procedures.* The following procedures were used:

1. The major works of New England writers were examined.
2. Professional Literature, and other references dealing with the problem were examined.
3. The contents of various former studies dealing with the problem so as to determine the results of their findings were analyzed.
4. Evidences of the views of various writers toward change were noted.
5. These findings were classified on the basis of their desirability or undesirability as character builders.
6. These findings were evaluated as to their possible influence upon these major New English writers from 1620-1800.
7. Possible implications for our times were indicated.

*Methodology.* This study was developed by the historical method of reasearch.

*Conclusions.* The following conclusions were drawn as a result of the study:

1. Calvinism was one of the major influences in our early American religious, philosophical, and political thinking.
2. That rigid Calvinistic principals greatly modified the works of our early writers, and provided rich source material for our later ones.
3. A violent resentment toward change in any form may be a defense against insecurity.
4. That inbreeding of ideas, ideals, and thought may lead to intolerance.
5. That when our way of life becomes obsolete and undemocratic; our

leaders will have the vision to provide, and our people will have wisdom to accept suitable up-to-date changes.

6. That social, political, and religious injustices are often evidences of stagnant undemocratic minds.
7. That the social climate in which boys and girls are reared will be reflected in their later lives.

*Recommendations.* In view of the conclusion it seems in order to recommend that:

1. The boys and girls should be taught tolerance of other religions.
2. The boys and girls should be taught to respect the rights and opinion of others.
3. The boys and girls should be taught that without change there is no growth.
4. The boys and girls should be taught that what is true today does not necessary have to be true tomorrow.
5. The boys and girls should be taught that the problems of today should be approached with an open mind.
6. Teachers need to instill in individuals the basic respect for past heritage.

## A HISTORY OF THE ST. PAULS NEGRO SCHOOL IN ST. PAULS, NORTH CAROLINA

MIEGIE MORETTA C. GREEN  
(R. L. WOODEN, *Advisor*)

*Statement of the Problem.* The problem of this study was to find facts pertaining to the historical development of the Negro School in St. Pauls during the last thirty-eight years, and produce a record of its accomplishments.

*Purpose of the Study.* The purpose for which this study was made were as follows:

1. To bring to light information concerning an elementary and high school for Negroes in St. Pauls, North Carolina.
2. To secure a written record of the progress made in education.
3. To determine what change, if any, had taken place in the curriculum.
4. To show the speedy improvement in the improvement in the school plant.

*Value of the Study.* The value of the problem is important because:

1. No one has ever made a study of the historical and educational development of the Negroes in St. Pauls, North Carolina.
2. Facts have been revealed that otherwise would not have been known at the present time.
3. Facts which should help interpret the underlying causes for the inadequate public educational advantages of Negroes.
4. Facts showed the handicaps of the Negroes in the past.
5. The youth have been challenged to use well their time and opportunity for the future.

*Procedure.* The following procedures were used:

1. Records and reports were examined in the office of the Board of Education, Lumberton, North Carolina.
2. Records were also examined in the office of the City Superintendent, St. Pauls City Schools.
3. Interviews were held with Mr. J. P. Reeman, Office of the Board of Education, Raleigh, North Carolina. Local School committees, old citizens of the town, and former students of the school.
4. Mr. B. E. Littlefield, County Superintendent, Lumberton, North Carolina, was also interviewed.

*Conclusions.* The study revealed the following:

1. That the present administration of St. Pauls High School, St. Pauls, North Carolina, has done a tremendous job in the training of young people to become, not only successful elementary school graduates, but high school and college as well.
2. That the curriculum has kept pace with changing times, and has added technical training and trades.
3. That the enrollment improved greatly after transportation began at St. Pauls School.
4. That there will be a continuous study of this problem that will bring out other facts which the writer did not touch.

*Recommendations.* The following recommendation were made:

1. That the curriculum be revised to include Home Economics to help train the girls in homemaking.
2. That a new lunchroom be requested joining the new building for the benefit of the small children.
3. That more playground space be cleared for the children's recreation.

4. This study be continued by some other member of the faculty.
5. That the turnover in the faculty-staff decrease in the future.
6. That more busses be allotted to relieve the crowded situations
7. That records be more accurately kept by all faculty-staff and others involved.

**A CREATIVE ART PROGRAM AND ITS EFFECT UPON THE  
DEVELOPMENT OF THE SOCIAL AND EMOTIONAL BEHAVIOR OF  
PUPILS IN THE LINCOLN JUNIOR HIGH SCHOOL  
GREENSBORO, NORTH CAROLINA**

CALVIN RAY HARRIS  
(S. J. SHAW, *Advisor*)

*Statement of the Problem.* The problem of this study was to make an analysis of a creative art program and its effects upon the development of the social and emotional behavior of pupils in the Lincoln Junior High School, Greensboro, North Carolina.

*Purpose of the Study.* The purposes of this study were:

1. To point up for the classroom and special art educators why problems of art instruction are much more prevalent at the junior high school level than at other stages.
2. To make use of the creative method of teaching art as a means of enhancing social and emotional growth during adolescence which is a critical period for most youth.
3. To illuminate the idea that good art teaching can be accomplished by almost any competent teacher if the lessons are conducted in some creative manner.
4. To point up for the classroom teachers and guidance counsellors that a creative art program can be utilized to detect, diagnose, and attempt to correct undesirable social and emotional behavior in pupils.

*Scope of the Study.* This study is limited to students in the Lincoln Junior High School, and also to creative art among these children.

*Methodology.* In this study, features of the survey, the statistical, and the experimental methods were employed.

*Procedure.*

1. Comparisons were made between what the authorities have found to be true and what is presently existing at Lincoln Junior High School.

2. Experiments were set up in order that reasonable evaluations could be made.
3. Sample sketches, survey, questionnaires, graphs, charts, interviews, and personal observations were sources from which data were collected.
4. Information was gathered from professional magazines, books by authors in the field of art, the North Carolina State Bulletin on art, and investigative writings.

*Summary and Conclusions.* From the results of numerous experiments, surveys, questionnaires, graphs, interviews, and use of prescribed procedures by authorities in the field of art came the following findings:

1. The experimental group at the end of this study.
  - a. Responded more enthusiastically to other subject discussions and materials as well as art.
  - b. Worked with greater self-confidence and growing discrimination.
  - c. Seemed more aware of their environment.
  - d. Gained greater respect and began to accept the ideas, feelings, and understandings expressed by others as well as themselves.
2. The controlled group at the end of this study.
  - a. Responded about the same to discussion and materials.
  - b. Did not seem to increase in awareness of their environment.
  - c. Held about the same respect for the ideas, feelings, and understandings, as before the study.
3. Students who had wider travel experiences tended to greater creativity.
4. Students whose academic levels were higher tended toward greater creativity.
5. Many characteristics of behavior can be detected through picture analysis.
6. Creative drawings by children can be invaluable to the guidance counsellor toward aiding students in solving their problems.
7. By applying the creative approach to other areas of instruction, the learners showed greater interest and enthusiasm for that particular subject than before.
8. Almost any competent classroom teacher can teach art creatively by being aware, open-minded, enthusiastic, explorative, and prepared.
9. Art can be used to diagnose and direct student behavior, yet while in the process lends therapy.

*Recommendations.* Based upon the writer's findings during this experiment, the following recommendations are made:

1. That classroom teachers seek art experiences to help themselves grow

in a creative way; be aware, open-minded, enthusiastic, and explorative; actively involve themselves in some art media; read about the creative experiences of others; visit art museums; and support the visual arts in their school and community.

2. That creative art activities form an essential part of and be integrated with all education.
3. That teachers encourage parents and children to travel more widely in order to develop greater awareness of social needs.

## **A STUDY OF THE STANDARDIZED TEST PROGRAM OF THE THREE UNION SCHOOLS OF HORRY COUNTY, SOUTH CAROLINA**

By ROBERT JOHNSON

*Statement of Problem.* This study consisted of making a survey of testing programs in the three Negro Union Schools of Horry County, South Carolina. This study attempted to determine to what extent the three schools were making use of the standardized testing program in determining ratings and groupings, the planning of remedial programs and developmental procedures in the over-all educational programs, and to make recommendations for the improvement of the same.

*Purpose of the Study.* The purpose of this study was to determine some characteristics of a functional testing program, to compare it with the testing programs used in the three Union Schools, and to make some recommendations as to how the testing programs in the schools may be improved.

*Scope of the Study.* This study was limited to the three Negro Union Schools of Horry County, South Carolina, and further limited to standardized testing in the said schools.

*Methodology.* The historical and normative survey methods were used in making this study. The procedures were as follows:

1. A conference was held with the Horry County Superintendent of Education.
2. Questionnaires were constructed and distributed to all teaching personnel and principals in the three schools.
3. Records from the principal's offices were used to secure other related information.
4. Statistical tables were used to present the findings of the study.
5. Personal conferences were held with the principal and a minimum

number of five teachers from each of the three schools.

*Conclusions.* It was pointed out by the writer that the purpose of this study was to determine some characteristics of a functional testing program, and to compare it with the testing programs used in the three Union Schools. In view of the findings the writer concludes that:

1. Tests are modern teachers' professional tools. With these tools, the teacher may identify learning difficulties, diagnose causes, and plan educational programs designed to meet pupil needs.
2. Every standardized test administered should be given for a specific purpose.
3. Standardized tests can fulfill their function only when used intelligently by teachers and administrators who have kept abreast of current knowledge on the subject.
4. The testing program of the three Union Schools falls short of adequate effectiveness because inadequate consideration is given to certain factors on which success chiefly depends.
5. The testing programs of the three Union Schools need to be improved.

*Recommendations.* On the basis of data presented in this study it was noted that functional testing programs require definite procedures, the writer does recommend that:

1. The purpose of the standardized testing program be determined.
2. A group of competent persons, including teachers of the subject matter, carefully choose and select the standardized test to be given.
3. The tests be administered by the regular classroom teacher.
4. Teachers make profiles and diagnostic analyses of the learning difficulties of each individual pupil, so that the needs of each pupil may be identified by that student and his parents.  
ties of each pupil may be identified by that student and his parents.
5. A master diagnostic analysis of the learning difficulties of all pupils in each grade be made for the entire school or school system.
6. After the test results have been analyzed and interpreted, a meeting be held to determine what should be done.
7. After allowing time for a trial of remedial measures which were agreed upon, a re-testing program be made to determine the success of the program.
8. A follow-up study be made of the results of the testing programs in the three schools and that plans be made for the improvement of the same.

## A STUDY OF ADULT EDUCATION PROCEDURES IN NEGRO SCHOOLS OF EDGECOMBE COUNTY NORTH CAROLINA

NEILL A. McLEAN

(W. A. BLOUNT, *Advisor*)

*Statement of the Problem.* The problem of this study was to analyze critically adult education procedures in various points of the United States and to determine how these might be applied in the public schools of Edgecombe County, North Carolina.

*Purpose of the Study.* The purpose of the study was threefold; to gather and analyze facts and pertinent information from several areas of the United States; to make a careful study of pertinent antecedent literature, and to make a study of Edgecombe County to determine the need, desirability, and facilities for scheduling adult classes in the school curriculum. The objectives more specifically stated were:

1. To learn about the course offerings of a representative number of programs.
2. To study the procedures and techniques used by those programs that had been successful in making their training sufficiently comprehensive for the students to become effective participants in the total life of their community.
3. To determine how the successful programs operated as to organization and administration.
4. To discover the necessary techniques for keeping the training in adult classes geared to the life and problems of the community and the individual social range of the group.
5. To discover and evaluate the human and material resources of the community that might be used in a comprehensive study by adults.
6. To devise a plan that may be used in support of recommendations for an adult education program to run in the evenings concurrently with the day school for children.

*Scope of the Study.* The investigation is concerned with a general knowledge of how more successful programs have been conducted with reference to qualifications as to instruction, methods used, procedures followed, and types of instruction give by a limited number of programs and criteria used in measuring results. One-hundred adults in Edgecombe County were interviewed by use of schedules and the findings summarized. Interviews were held with the superintendent and the principals of the schools in the county to get their general points of view about adult education.

*Methodology and Procedures.* The descriptive survey method of research was used in conducting the study because its main job was to assay and describe previous programs and survey the local community.

1. Available literature in the field was reviewed and a portion of it is listed in the bibliography.
2. Interviews were held with many civic, religious, and fraternal leaders.
3. Schedules were completed on one-hundred adults in the county.

*Conclusions.* In the five major categories considered in this study, as compared to our national standards the people in Edgecome County are functionally illiterate and inarticulate in the use of knowledge and skills necessary to adequately present day living.

While there was a high percentage of social entertainment there was no pattern of wholesome participation growing out of considered plans to meet the needs and interest at the various age levels.

The people appeared to be capable and disposed to participating in thinking, planning and acting that give rise to decisions relative to (1) what, (2) how, (3) how much, and (4) when, about their adult education program.

The economic status of Negroes in the county should rise as their opportunities for training are enlarged. The credit unions, clubs, organizations, P. T. A., churches, farms and homes will become fine areas for testing and practicing what is learned in the adult education classes.

*Recommendations.* That special effort be brought about to bear in getting the ministers to form a study group of themselves. Language Arts and Social Studies would be encouraged.

That those people serving as superintendents of Sunday School, secretaries and treasurers of church and Sunday School be urged to attend adult classes with understanding and cooperation of the ministers.

That meetings and/or classes be of reasonable length, prompt in starting and stopping, and that high interest be maintained.

That social adjustment problems of young people be given a prominent place in the courses of study.

That the goals be clearly established. Generally speaking, these goals are: (1) to help adults clarify their problems and find some solutions for them; (2) to broaden perspectives; (3) to examine attitudes and develop appreciation; (4) to develop the ability for self-criticism, self-discipline, and self-motivation; to help adults learn to assume responsibility for their own decisions; (5) to develop more effective ways of communicating ideas; and, (6) to relate thinking and action and to learn how to use information to achieve these goals.\*

The writer recommends that further study be done on the subject.

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\* Rose Cologne. *Teaching Informally in the Adult Education Program*, Pennsylvania State College, 1948.

**A COMPARISON OF BACKGROUND EXPERIENCES AND MENTAL MATURITY WITH ACADEMIC ACHIEVEMENT THAT CAUSE DIFFERENCES AMONG FIRST GRADE STUDENTS ENROLLED IN THE ARTESIA HIGH SCHOOL, COLUMBUS COUNTY HALLSBORO, NORTH CAROLINA, 1958-1959**

WILLIE VILLNESS POWELL  
(RALPH L. WOODEN, *Advisor*)

*Statement of the Problem.* This study was concerned with whether children's background experiences and mental maturity caused differences in academic achievement among first grade students enrolled in the Artesia High School, Columbus County, Hallsboro, North Carolina.

*Scope of Study.* This study was limited to twenty-eight first grade students enrolled in the Artesia High School, Columbus County, Hallsboro, North Carolina. It was further limited to nine months or 180 days of the 1958-1959 school year.

*Purpose of the Study.* The purpose of the study was to ascertain whether or not children's background experiences and mental maturity caused differences in academic achievement among twenty-eight first grade pupils enrolled in the Artesia High School, Columbus County, Hallsboro, North Carolina.

*Probable Uses, Significances or Values of the Study.*

1. The writer hoped that the findings would be use by other teachers in motivating them to study other factors that cause differences in achievement.
2. That it might be an incentive for principals to see the need for a testing program in the schools.
3. That it might serve as a guide for understanding first graders better.
4. That it might serve as a reference for those who might be doing similar research.

*Methodology.* The method employed in this study was the normative survey and statistical methods.

*Conclusions.* The following conclusions were reached in this study:

1. Apparently most of the pupils came from homes that offered limited experiences for their children. Therefore, the writer concluded that background experiences and mental maturity caused differences in academic achievement.
2. It seemed that most of the pupils at the beginning of the year, except

one, were poor risks or low normal and were likely to fail if allowed to begin with first grade work.

3. Seemingly, after a readiness program, the mental maturity increased considerable. Only five were Poor Risks.
4. It appeared that after the achievement test was administered in May, 1959, eleven pupils were at the norm. The four who fell at 1.6 might succeed with second grade work; five needed remedial work and eight were in need of a continued readiness program.

*Recommendations.* The following recommendations were offered:

1. That conferences be held with parents to inform them of the children's needs and how they can best meet those needs.
2. That the Metropolitan or some other general readiness test be administered at the beginning of the year to measure the mental maturity of the pupils.
3. That an achievement test be given at the end of the year to determine whether the pupils should move to the second grade.
4. That second grade teachers review first grade work for the purpose of reteaching the basic skills and to help the pupils recall that which they learned in the first grade.
5. That a follow-up study be made of this study within three years to ascertain to what extent these recommendations were projected in the Artesia High School.
6. That the administrator and teachers work out a transition program between first and second grades for those pupils who are not ready for second grade work.
7. That more remedial work be offered in the school to enable all pupils to reach the standard grade level.

## **ESTABLISHING BASIC NEEDS FOR A JUNIOR HIGH SCHOOL OF LENOIR COUNTY, KINSTON, NORTH CAROLINA**

ALEXANDER RAYE, JUNIOR  
(DR. W. A. BLOUNT, *Advisor*)

*Statement of the Problem.* The purpose of this study will be to determine the overcrowded situation in Lenoir County and to establish basic needs for a junior high school in Lenoir County.

*Scope of the Study.* This study will be limited to the three Negro consolidated county schools and basically to two (2) of the areas of the county which has an overflow of students. This condition had lasted for

five years, and there is still a continual overflow of students in concentrated areas. This study includes the increased enrollment over a period of ten (10) years. This study grows out of this increased enrollment for the past five years of the Nergoes Schools of Lenoir County. However, the northwestern section of Lenoir county will be the area of concentration.

*Methodology.* The method to be used will be historical, questionnaire, personal interviews and current news.

*Summary.* From the study just completed through the use of the historical information, questionnaires and current news the writer wishes to give the following summary:

The reason for the creation of a junior high school is threefold as in ninety per cent of the junior high schools of North Carolina. (1) The junior high school should provide a transition from the elementary to the senior high school, (2) it should meet curricular needs of age groups and (3) it should meet social, emotional, and physical needs of age groups of the community.

Some of the basic reasons for a junior high school being established are:

1. To effect the economy of time in education.
2. To reduce the elimination of pupils from school.
3. To bring about closer articulation between elementary and secondary education.
4. To provide an educational program suited to the needs, abilities, and interests of children during early adolescence.
5. To provide vocational program for those pupils who are likely to leave school early.
6. To provide opportunities and facilities for guidance of pupils in making personal, social, educational, and vocational decision and adjustments.
7. To provide more satisfactorily for meeting the differences that exist among the needs, interests, and abilities of individual pupils.
8. To provide opportunities for pupils to discover, explore, and develop potential interests, abilities and aptitudes.
9. To provide for those conditions which will lead to well integrated learning outcomes for the individual.
10. To provide increasingly for socializing experiences.

*Conclusion.* On the basis of this study the writer came to the following conclusions:

1. The findings of this study could be more adequately adapted to the

needs, capacities and interests of all youth regardless of economic levels.

2. The present curriculum is meeting the occupational needs of this community.
3. It appears that an intensified science and mathematics program is meeting the needs of the community.
4. The learning activities are concrete and challenging to the students.
5. It appears that the instructional materials, physical facilities and equipment are meeting the needs of the community.

*Recommendations.* The writer recommends that:

1. A junior high school be built in the Northwestern section of Lenoir County.
2. Enough classrooms be constructed to meet the needs of a growing community.
3. Facilities be provided for the adults of the community.
4. An educational program suited to the needs, abilities and interests of children during early adolescence be provided.
5. Provisions for guidance of pupils in educational adjustments be made.
6. A variety of vocational courses be offered to meet the needs of the community.

## THE HISTORY AND DEVELOPMENT OF INDUSTRIAL ARTS IN BROWARD COUNTY, FLORIDA

By WILBERT RAYNER  
(C. W. PINCKNEY, *Advisor*)

*Statement of the Problem.* Because of the many changes and improvements in the field of industry, it was necessary to trace the industrial arts program of Broward County Public Schools, Florida, from its origin to its present stage of development to determine whether or not it was operated on levels to meet the needs of the existing society and also to determine what conditions or what changes were necessary to put the program in line with the growing society.

*Scope of the Problem.* The study was confined to those schools in Broward County, Florida which included industrial arts programs in their curriculums. These schools were twelve in number.

*Purpose of the Study.* The purpose of this study was to point up the adequacies and/or inadequacies of the industrial arts program as an aid

to administrators and teachers in making the necessary additions and revisions to meet the needs of their growing school population.

*Methods and Procedures.* The historical method was employed for this study. Literature and analytical descriptions of the past as they were found in documents and as related by individuals familiar with the program were utilized. Conclusions were drawn from these and other data obtained from questionnaires sent to principals and teachers having industrial arts programs in their schools.

*Summary and Conclusions:* The industrial arts program of Broward County has grown rapidly from the time it was first introduced to the present time. The program varied in its operation in different schools in the following aspects: the year it was added to the curriculum of each school, the number of instructors administering it, the program's financial support and the areas taught.

The Broward County industrial arts program has been inadequate for a number of years. In some instances, administrators and teachers have not made the necessary additions or the revisions to meet the needs of their growing population; however, in comparison to the extreme limitations in the earlier period of the program's development, the industrial arts facilities today prove more favorably endowed. Although poor planning was evident in the construction of some of the newer shops, other were found to be constructed in line with student needs.

No criteria have been established for pupil selection in the industrial arts classes and there is no set budget for industrial arts programs.

*Recommendations.* On the basis of the findings of this study, the writer offered the following recommendations:

1. That a standardized budget be drawn up and carried out for every industrial arts program in the county.
2. That an accepted criterion be decided upon for enrolling pupils in the industrial arts classes.
3. That the one teacher industrial arts shops be expanded to whatever necessary to meet the needs of the growing population.
4. That appropriate steps be taken to initiate the expansion of the instructional areas of the county in which industrial arts is needed, but limited.
5. That not less than 100 square feet of floor space per student be provided.
6. That earlier constructed shops be equipped with magnetic switches as a safety measure.
7. That building be constructed as to maximum sound proofing.

8. That each student on the junior high school level be required to take at least one course in industrial arts.

## ADMINISTRATIVE OBSTRUCTION TO TEACHING SUCCESS

CLARENCE IRVING SAWYER  
(W. ARCHIE BLOUNT, *Advisor*)

*Statement of The Problem.* To what extent, if at all, teachers think that school administrators assign responsibilities which prohibit them from realizing their maximum efficiency in the classroom? Do school administrators schedule the entire school program in such a manner that the full potential of the classroom teacher is directed toward the task for which he is employed—that of teaching?

*Purpose of the Study.* The purpose of the study was to determine to what extent, if at all, classroom teachers believe that school principals are responsible for impediments to their success as efficient teachers.

*Scope of The Study.* The survey was limited to 202 inservice public school teachers, male and female, who were attending the 1959 Summer School at the Agricultural and Technical College, Greensboro, North Carolina.

*Methodology.* The statistical survey method was used in making the study. The level of significance (0.05) was determined by Chi-Square.

*Procedure of The Study.* The development of the thesis was accomplished as follows:

1. The data were secured from a selected group of in-service public school teachers who were enrolled in the Graduate Summer School at the Agricultural and Technical College at Greensboro, North Carolina.
2. The completed questionnaires were divided into two groups—the ones having obstructions and those having no obstructions. The responses were then tabulated in tables which were grouped according to each question listed on the questionnaire.
3. The Chi-Square test for significance was made for each group in each table (only those of significance noted).
4. Graphs were made of significant tables to further clarify the findings.
5. Narrative analyses of the findings were made throughout the presentation of the data.
6. The results of the study were presented and recommendations made.

*Summary and Conclusions.* The study revealed that:

1. The teacher in a rural school was more likely to be assigned non-teaching duties than his urban counterpart.
2. The elementary school was comparatively free from administrative practices that obstructed teaching success.
3. The very small (less than ten teachers) schools, and the very large (more than forty teachers) schools reported fewer obstructions than did the group between these two extremes.
4. The incidence of administrative obstruction tended to increase from the primary school through high school—reaching a point of near significance at the high school level.
5. The Union School (grades one through twelve) was the most likely setting in which administrative obstruction to teaching success would be found.

*Recommendations.* The following recommendations were offered:

1. That school principals re-evaluate their policies with respect to the scheduling of extra-curricular activities and the assignment of non-teaching duties to the school faculty.
2. That the findings of the study be used as a basis for faculty meetings engaged in the planning of extra-curricular activities.
3. That the thesis be recommended as reading material for aspirants for principal's certificate.
4. That the thesis be included in suggested reading material for in-service teachers and prospective teachers.
5. That the findings of the study be made available to school superintendents.
6. That a study be conducted to determine to what extent, if at all, administrative practices contribute to the migration of public school teachers.

**A FOLLOW-UP STUDY OF ACTIVITIES OF AUTONOMOUS  
AND NON-AUTONOMOUS ORGANIZATIONS THAT CAN  
CONTRIBUTE TO THE LIBERAL EDUCATION OF ADULTS IN  
EASTERN GREENSBORO, NORTH CAROLINA**

ROSA LUCILLE SHUMATE  
(L. C. DOWDY, *Advisor*)

*Statement of the Problem.* The problem of this study was to make a continued study of the progress of autonomous and non-autonomous organizations that can contribute to the liberal education of adults in eastern Greensboro, North Carolina.

*Purpose of the Study.* The purpose of this study may be outlined in the following manner:

1. To determine what changes were made in the area of liberal education of adults as a result of the initial study made, with a special prepared checklist of activities related to Adult Education of these clubs in 1958.
2. To discover and analyze the assumed difficulties and to see if they are traceable to specific aspects of the present programs.

*Scope of the Study.* This study was limited to twenty selected clubs and organizations in the eastern section of Greensboro, North Carolina that participated in the 1958 study.

*Methodology.* The normative survey method was employed for gathering source material for this study. Questionnaires were sent to the twenty selected organizations that participated in the 1958 study.

The questionnaire-checklist was directed to the president of the organization or to another qualified member of the club in order that the writer might have access to the information needed.

The questionnaire check-list was designed to secure the following information:

- (1) Name of organization, (2) Number of members, (3) Objectives, (4) Educational activities sponsored, (5) Sources of leadership, (6) Sources of financial support, (7) Relationship to educational program, (8) Significant results, (9) Suggestions for providing more educational opportunities.

Personal interviews were conducted with various members of the club. Historical data was also collected from different libraries concerning the subject.

*Value of the Study.* From this study the writer hopes that the general morale of the adult will be much improved; intelligent action and hearty

cooperation will be quite noticeable enhanced; individuals will be further led to know the art of interpreting values, and of creative self-expression; the adult will be able to identify ways in which he can analyze critically his own activities, strenghts, and weaknesses, in order to promote efficient learning.

*Conclusions.*

1. There was some improvement made by autonomous and non-autonomous organizations and their activities in providing liberal education for adults in the eastern section of Greensboro, North Carolina.
2. The majority of the clubs and organizations were supported by individual and membership fees.
3. The objectives of the clubs and organizations were centered mostly around the recreational and social activities.
4. Over fifty per cent of the clubs and organizations met in the homes of members.
5. The predominant method of providing liberal education is by visits, whereas, in the initial study the predominant method was by lecture.
6. The educational level of the club members was raised from forty to 57 per cent; however there were still few clubs who seek to raise the economic level of members.
7. Sources of leadership within clubs and organizations came from within the immediate group.
8. The clubs and organizations are becoming more interested in using their activities as a means of promoting educational opportunities based on needs of members.
9. The community is being more informed of the activities sponsored by the clubs and organizations.
10. Through group discussions the adults, with the help of the guidance of others, is able to clarify new ideas and find encouragement toward revision of previous beliefs and expectations.
11. The null hypothesis was therefore, to some extent, rejected. There are implications for the belief that changes can be obtained through the administration of a prepared check list for motivational purposes; to help leaders and members of clubs and organizations critically analyze their own adult education activities. Although the present study did not effect a large number of statistically significant increases, its result do appear to indicate the value of evaluation in which the members of the clubs and organizations have a part.

*Recommendations* The following recommendations were offered:

1. That all the members that are active participants in the clubs and

organizations be thoroughly familiar with their philosophy, program, methods, goals, and accomplishments and be able to translate those convictions to others.

2. That the members recognize potential abilities in others and visualize ways in which prospective members might fit into the organizations. They should be able to make prospective members see themselves in action in the organization.
3. That the clubs and organizations be objective enough to keep a happy balance between the organization's goal and the individual's needs and interests.
4. That some type of provisions be made for avoiding conflicts with other clubs and organizations.
5. That more emphasis should be placed on art, music, vocational and technical, homemaking and religious activities within the clubs and organizations.
6. The organizations should begin making preparations for reading clubs for adults.
7. That the clubs and organizations provide more tours for members.
8. There should be rotation among the members of official leadership positions, and opportunities for all members to make their initiative felt and to take unofficial leadership roles in the organization's activities.
9. Clubs and organizations can increase their usefulness and influence in the future by making additional use of experts and consultants who are not regular members of the clubs to help in developing their program activities.

**A STUDY TO REVEAL THE READING DIFFICULTIES THAT WERE  
ENCOUNTERED BY THE 1958 AGRICULTURAL  
AND TECHNICAL COLLEGE FRESHMEN  
GREENSBORO, NORTH CAROLINA**

LOVENIA ALFRED TAYLOR  
(CHARLES L. HAYES, *Advisor*)

*Statement of the Problem.* The general objective of this study is to diagnose the reading difficulties that are confronted by the freshmen who entered the Agricultural and Technical College, Greensboro, North Carolina, 1958.

*Purpose of the Study.* The purposes of this study are the following:

1. To determine the reading difficulties of the 1958 Agricultural and Technical College freshmen as measured by the California Reading
2. To compare the scores made on the California Reading Test with the grades earned by the students during the fall quarter.
3. To use this data as a basis for making recommendations to eliminate Test.

*Scope of the Study.* This study is limited to the 598 freshmen who took the difficulties revealed.  
the California Reading Test, Fall Quarter, 1958.

*Methodology.* The California Reading Test was administered to 598 freshmen that entered the Agricultural and Technical College, Greensboro, North Carolina, Fall Quarter, 1958. These tests having been scored, an item analysis of the tests will be done to reveal the areas in which the students encountered difficulty.

*Conclusions.* From this study the writer drew the following conclusions. That the freshmen who entered the Agricultural and Technical College, Fall Quarter, 1958, had a deficient vocabulary.

*Recommendations.* On the basis of this study, the following recommendations are made:

1. That all entering freshmen be required to take three quarter hours of reading.
2. That the number of students enrolled in a class of reading not exceed twenty.
3. That each student successfully pass a course in reading before entering his sophomore year in college.
4. That advance grammar become a required elective for all college students.
5. That research studies be continued in this area in order to reveal the difficult areas confronted by the students and to see if the entering freshmen are improving in their reading ability.

**AN ANALYSIS OF SOME HUMAN RELATIONS FACTORS WHICH  
CONTRIBUTED TO THE RETARDATION OF SOCIAL AND  
EDUCATIONAL ADJUSTMENT OF TWENTY PUPILS  
OF MAIDEN ROSENWALD ELEMENTARY SCHOOL  
MAIDEN, NORTH CAROLINA, FROM  
1954 TO NOVEMBER, 1959**

ARTHUR LOVELIEST TUTT  
(S. J. SHAW, *Advisor*)

*Statement of the Problem.* This study was to analyze some of the Human Relations factors which contributed to the retardation of social and educational adjustment of twenty pupils in grades four through eight.

*Purpose of the Study*

1. To point out some ways of improving social and educational adjustment of pupils.
2. To broaden and deepen the concept of human relationship through guidance and meaningful activities in school life.

*Scope of the Study.* This study was limited to some human relation factors which contributed to retardation of social and educational adjustment of twenty pupils in Maiden Rosenwald Elementary School, Maiden, North Carolina.

*Significance of the Study:*

1. This study may be of significance to teachers and administrators in that it may serve as a means of implementing the objectives of human relations.
2. The results of this study may be useful in strengthening the guidance program in Maiden Rosenwald Elementary School.

*Procedure.* A study of literature pertinent to the problem was made. The cumulative records of the twenty retarded pupils were examined and the following standard tests were administered:

California Short-Form Mental Maturity Test,  
California Achievement Test, Reading and  
California Test of Personality.

The test data were tabulated and analyzed.

*Conclusions.* The IQ range of the twenty retarded children was 69 to 85. Adequate knowledge of the mental level of children is essential in planning an effective program of teaching and guidance.

The children were retarded seven months to three years and two months in reading.

Fifteen or seventy-five per cent of the twenty children lived in broken homes as indicated by cumulative records. This tends to retard social and educational adjustment.

The results of the Personality Test indicated that twelve or sixty per cent of the children may be considered maladjusted and eight or forty per cent may be considered adjusted.

The attitudes children have toward themselves, others and their environment are significant factors which affect social and educational adjustment.

*Recommendations.* In the light of the information obtained in this study, the writer has made the following recommendations:

1. That each teacher of grades four through eight administer the Test of Personality to all other children enrolled in Maiden Rosenwald Elementary School, analyze and study the results for additional information on environment attitudes and feelings as they affect social and educational adjustment of children.
2. That the twelve components of the Test of Personality be discussed in the P. T. A. meeting for the purpose of informing the parents in order that they may more intelligently cooperate with the school in bringing about better adjustment and development of these children.
3. That the results of the Personality Test be used to strengthen the guidance program in Maiden Rosenwald Elementary School in order to prevent maladjustment of children, if possible.
4. That a permanent guidance committee of teachers be appointed to assist the administration in carrying out the provisions of the above recommendations.

## **THE DEVELOPMENT OF THE BELHAVEN HIGH SCHOOL BELHAVEN, NORTH CAROLINA FROM 1937-1958**

ANNIE SMITH WHITFIELD  
(R. L. WOODEN, *Advisor*)

*Statement of the Problem.* To what extent has the Belhaven High School, Belhaven, North Carolina, developed from 1937-1958?

*Purpose of the Study.* The purpose of the study was to make known the growth and development of the Belhaven High School, Belhaven, North Carolina from 1937-1958 and to assemble a body of historical and statistical facts and information relative to this growth and development, that it might serve as a possible basis or a foundation for the future growth of the school program.

*Scope of the Study.* This study investigated the following factors in regard to the development of the Belhaven High School, Belhaven, North Carolina covering a period of twenty-one years, 1937-1958.

1. The School Staff.
2. The School Plant.
3. Enrollment and graduates.
4. Curriculum.
5. Extra-curricular activities.
6. School Bus Transportation Facilities.
7. Finance.

*Source of Data.* Primary data were secured from the school records, which were found at the school and in the County Superintendent's office, and from interviews. Secondary data were secured from all available printed materials.

*Method and Procedure.* The historical and survey methods were used.

Permission from the principal of the Belhaven High School, Belhaven, North Carolina was received by the writer, to use all school facilities and offices necessary for the study.

Personal interviews were held with resource personnel in order to locate and record any additional data not included in the school's files.

*Value of Study.* It is hoped by this writer that this study would be useful in the following ways:

(1) That it may serve as a possible basis or a foundation for the future growth of the school program. (2) That it may help the present superintendent to evaluate his contributions to the Belhaven High School as against the contributions of previous superintendents. (3) That it may help the superintendent and principal in determining the adequacy of the school facilities in terms of state requirements and community needs. (4) That it may serve as a means of evaluation for the present principal in determining the growth and development of the school during his administration as against previous principals. (5) That it may give the citizens of the community sufficient knowledge of the slow or rapid growth of the development of the school from 1937-1958. (6) That it may serve as a reference for those who may decide to make similar studies. (7) That it may be another contribution to the series dealing with Development, History and Background of Negro Education published in North Carolina and located in the F. D. Bluford Library, Greensboro, North Carolina.

### *Summary*

It was found during this study, that the elementary curriculum did not include pupil-teacher planning in its program for 1937-1948. The study

pointed out from 1948-1958 that the elementary curriculum was pupil centered and progressive.

The findings revealed that the value of buildings grew from one thousand the State Department of Public Instruction which consisted of (4 units of English, 1 unit of mathematics, 2 units of social studies, 2 units of science, 1 unit of physical education and seven units of electives), Agriculture and Home Economics were added to the curriculum in 1948.

It was also stated that the term extra-curricular was taken from the elementary school program and the so-called co-curricular activities were interwoven into the curriculum.

The school's enrollment grew from two hundred and ninety-nine in 1937 to six hundred and twenty-seven as of May 1958.

The findings revealed that the value of buildings grew from one thousand dollars (\$1,000.00) in 1937 to two hundred and sixty-four thousand dollars (\$264,000.00) in 1958. The site's value also increased from one thousand dollars (\$1,000.00) in 1937 to four thousand two hundred dollars (\$4,200.00) in 1958. The furniture's value increased from one hundred and fifty dollars (\$150.00) in 1937 to eighteen thousand dollars (\$18,000.00) in 1958. The total value of the school's property increased along with the increases in the buildings, site and furniture.

The school bus transportation facilities grew from zero (0) in 1937 to one hundred and eighty-seven (187) in 1958.

There was an increase in the staff members; in 1937 there were only seven (7) and in 1958, it was found that the staff members increased to twenty-one (21).

### *Conclusions*

Close consideration was given to this study and the following conclusions were reached:

The elementary curriculum of the Belhaven High School, Belhaven, North Carolina was in keeping with the modern trend of education in that the activity (teacher planned activity, in which the major activities or units for the year were made out in advance by the teacher and were taken up with the children according to special interest expressed by the children at a particular time in one unit or another) was being used in its curriculum.

The secondary curriculum for the Belhaven High School, Belhaven, North Carolina, does not explore the higher and increasingly specialized interests, aptitudes, and capacities of students, looking toward the directions of them into avenues of study and of work for which they have manifested peculiar fitness because it is designed primarily as a "fitting school for

college," rather than a fitting school for life.

The administrator and staff of the elementary department of the Belhaven High School, Belhaven, North Carolina have done a wonderful job of adapting pupil activities of what were called an "extra-curricular" nature to the needs, enthusiams, and experiences of the child in the elementary school.

There has not been too great a difference in the total amounts of from one thousand one hundred fifty dollars (\$1,150.00) in 1937 to two hundred eighty-six thousand, two hundred dollars (\$286,200.00) in 1958. This increase was contributed to the enrollment increase because of consolidation.

There has not been too great a difference in the total amounts of money collected and spent in the Belhaven High School, Belhaven, North Carolina from 1954-1955 through May 1958.

## Part II. INVESTIGATIVE PAPERS

This is a listing of research papers done in partial fulfillment for the Master's degree in the non-thesis program.

### *Candidate*

Armstrong, Mary Henry	A Study of the Language Arts Program in the Norwood Elementary School with Suggestions for Improvements
Arnold, Joseph Authur	An Investigative Study of Activities Engaged in by Principals and Teachers to Improve Classroom Instruction
Alexander, Mattie Mae	A Suggested Program for Improving the Mentally Retarded Child in Grades 1-3 at Skyland Elementary School Winston-Salem, North Carolina
Baity, Charmin Hairston	A Plan for an Improved Program of Teaching Phonics in the Second Grade of Brown Elementary School, Winston-Salem, North Carolina
Baker, Cornelia Mae	A Suggested Plan for the Improvement of the Teaching of Reading, Grades One Through Three, in the Georgetown School, Jacksonville, North Carolina, 1959
Ballenger, Ethel Brown	A Proposed Speech Arts Program for the Elementary School
Ballentine, Mildred Siler	Some Functional Suggestions for Improving the Teaching of Science in the Primary Grades
Barnes, Mary Estelle	Suggestions for the Improvement of Instruction of the Exceptional Child with Emphasis on the Slow Learner in the Springfield Elementary School
Belton, Edward Lee	A Study to Show the Reasons for the Twenty Drop Outs in East Union Negro School in Union County, North Carolina, from 1953 to 1958
Berry, Forgan Stevenson	The School and Civil Defense
Biggers, Alice	Investigation of Sets of Criteria used to Identify the Gifted Child
Blount, Lillian Melvin	A Description of the Presently Organized Efforts to Lift Health Standards and Practices in Pitt County and the H. B. Sugg School

Blue, Fannie Arlene	A Suggested Program for Teaching Arithmetic in the Fifth Grade at the Hudson Elementary School, Bowdon, Georgia
Bowser, Barbara Freedonia	A Survey of Reporting and Promotion Policies of Elementary and Junior High Schools of Chester, South Carolina
Brotherton, Katie McLean	Some Modern Methods of Improving the Teaching of Science in the Primary Grades in the J. H. Hayswood School, Lumberton, North Carolina
Brown, Ada Settle	A Plan to Increase Parent Participation in the Pre-School Psychological Clinic at Carver Crest School, Winston-Salem, North Carolina
Brown, Geneva Bland	A Suggested Instructional Program in Art for Grades Four Through Six of Brown Elementary School, Winston-Salem, North Carolina
Brown, Josephine Watkins	A Suggested Set of Principles and Practices to Guide the Teaching of Language Arts at the Lincoln Junior High School, Greensboro, North Carolina
Brown, Robert Edward Lee	A Study of Community Organizations and Agencies that Provide for the Social Needs of Children and Youth of Northampton County, North Carolina
Brown, Zilla McGregor	An Analysis of Some Disturbances of the Slow-Learner
Byrd, Mary Wagstaff	A Selected Reading List for Students of Literature, Grades Nine Through Twelve, with a Suggested Method of Recording Progress
Cagle, Georgia Green	Teaching Reading to the Retarded Reader in the Vineland School, West End, North Carolina
Caldwell, Rosella	An Analysis of Guidance Counseling Procedures in the Peabody High School, Troy, North Carolina
Carelock, Helen Chambers	A Biographical Sketch of One Hundred and Seventeen Graduate Students at the A. and T. College, Greensboro, North Carolina
Carter, Sarah Elizabeth	Educational for the Exceptional Child (Emphasis on Handicapped and Mentally Retarded)
Chambers, John Carl	Some Methods by Which the Industrial Arts Teachers may Create Interest in the Industrial Arts Program

Chavis, James	Investigation to Determine how Anne Chesnutt High School may Improve its Science Curriculum and Teaching
Cole, Ida McLeod	A Suggestive Program for Teaching the Retarded Readers in the Seventh Grade, West Hope School, Raeford, North Carolina
Coleman, Maudestine	The Role of Laity in the Brutonville School Curriculum Study in Montgomery County, North Carolina
Coward, Katherine Houston	Suggested Methods of Teaching the Bright Child in Heterogeneous Grammar Grades in the Blufford School, Greensboro, North Carolina
Crowder, Lena Thomas	An Analysis of Comments of Parents in Displaced Families Concerning the Education of their Children in Winston-Salem, North Carolina
Crump, Charles Leroy	Suggestions for the Improvement in Audio-Visual Program and Uses of Audio-Visual Materials in Torrence-Lytie School
Culbreath, Eleanor B.	Some Possible Factors Influencing Reading-Readiness of Thirty First Grade Pupils in Elementary School, Roanoke Rapids, N. C.
Cundiff, Frederick	Some Arguments For and Against Teachers Merit Rating System as an Index for Salary Schedules
Currie, Lois	Investigation of Solving Problems and Difficulties Encountered by Teachers and Pupils in the High Rock Elementary School, Caswell County, N. C.
Dalton, Sadie Thomas	Existing School-Community Relationship at West Ansonville School, Ansonville, North Carolina
DeVane, Geneva Moore	Practical Suggestions for Teaching Gifted Children in the W. W. Russell School of Flint, Virginia
Dew, Annie Clark	Diagnosis of Common Types of Spelling Errors and Suggested Corrective Procedures in the Third Grade at Brown Elementary School, Winston-Salem, North Carolina
Dew, James Edward	A Suggested Approach for Developing a Nature Trail at the Skyland Elementary School, Winston-Salem, North Carolina
Dorsett, Warren	A Survey of the Housing, Layout, and Physical Facilities of Industrial Arts Shops in the Negro City Schools of Greensboro, North Carolina

Douglas, Inez Highland	Teaching Social Studies in the Fifth Grade of the East Hamlet Elementary School
Doyle, Lucille	The Role of the Elementary Teacher in Classroom Guidance with Special Emphasis on Educational Adjustments
Farley, Lillian Mable	The Role of the School in Juvenile Delinquency Prevention and Control
Farmer, Savannah Lee	A Brief Study of Some of the Most Recent Methods Employed in the Teaching of Language Arts in the Elementary Schools of our Nation
Fields, Mae Fennel	A Study of the Present Physical Education Program in Grades 5-7 at Garland Elementary School and Some Procedures for Improvement
Forney, Dorus Edison	The Cumulative Record as an Aid in Teaching the Social Studies in the Eighth Grade
Frierson, Mae Belle	Methods and Materials in Teaching Mentally Retarded Children in the Rockingham Elementary School, Rockingham, North Carolina
Frizzell, Mildred	Some Suggestive Activities for Teaching Physical Education in the Elementary School Grades Four Through Six at the Woodington High School
Gallashaw, Pauline Pickens	A Proposed Program for Foreign Languages in the Elementary Schools of Bishopville, South Carolina
Gill, Margaret Boykin	An Evaluative Study of the Music Program at Lincoln Junior High School, Greensboro, North Carolina
Gould, Willian Jay	A Study of Some Male Drop-Outs in the McIver School District of Littleton, North Carolina
Graham, Oscar Mattison	A Proposed Plan for a Guidance Program in the C. F. Pope High School—Burgaw, North Carolina
Green, Ernestine Malone	A Brief Study of Some of the Advantages of Complete Consolidation in Early County Schools
Greene, Gwendolyn Friende	Circumstances Leading to the Supreme Court's Decision to Abolish Segregation in Public Schools
Gwyn, Luther Lee	The Relationship of Mental Hygiene to Scholastic Attainment in the Peddlers Creek School, Johns, North Carolina
Ham, Margie Little	Plans of Retirement for Twenty-Five Women Between the Ages of Forty and Sixty Years Old

Harrell, Hazel Riddick	A Study of Health Education for Primary Grades at Beaufort County High School
Harris, Mary Newberry	A Classification of Publication from American Colleges and Universities on the Basis of Selected Criteria
Hartso, Allie Patterson	Basic Equipment and Materials Recommended by High School Science Teachers for use in the Elementray School
Henderson, Leroy	Some Governmental Relationships of American Public Schools
Herring, Hazel Lee	Methods and Techniques of Teaching Reading to the First Grade Pupils of Pleasant Grove School, Dunn, North Carolina
Hines, Robert Louis	Some Suggested Approaches for Developing a Driver Education Program in the Springfield High School
Ingram, Anna McCall	An Annotated Summary of Winter Quarter, 1959, Seminar Reports
Johnson, Evelyn Martin	A Study of the Recreational Reading Habits of Tenth Grade Pupils of the Geer-Gant High School, Belton, South Carolina
Jones, John Hooper	A Suggested Plan for Teaching Alcohol Education in Westside High School in Chadbourn, North Carolina
Jones, Robert Lee	A Study of the Public Relations Program at East Depot Street School, La Grange, Georgia
King, Frederick	An Investigation of Study Habits of Twenty-Four Eighth Grade Students of Saint Pauls High School, Saint Pauls, North Carolina
Lathan, Evah Carpenter	Pertinent Criteria needed in Selecting the Following Vocations: Teaching, Farming, Nursing, Pharmacy, Chemical Technician, Certified Public Accountant
Lawrence, Wilhelmina Bell	A Critical Analysis of the Special Education Program in Winston-Salem City Schools
Lennon, Pecolia Graham	Some Methods and Techniques for Teaching the Retarded Readers in the Fourth Grade
Little, Callie Mae	A Study to Identify Gifted Children in West Ansonville School, Ansonville, North Carolina

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| Little, James Herbert       | Plywood as Content Material for Industrial Arts Programs with Reference to the General Wood-working Shop  |
| Loritts, Annie Reinhardt    | An Exploration of some ways of Broadening the Scope of Public Relations in the Tuckers Grove Elementary School, Lincoln County, North Carolina  |
| Marsh, Lola                 | A Biographical Sketch of One Hundred Seventeen Graduate Students at the Agricultural and Technical College, Greensboro, North Carolina  |
| McKoy, Elsie Hairston       | A Suggested Procedure for Teaching Arithmetic to the Slow Learner in the Second and Third Grades of the Elementary School   |
| McKoy, Emma Gill            | A Suggested Guidance Program in the Highland Elementary School, Gastonia, North Carolina  |
| McLaurin, James Frank       | A Survey of Materials and Facilities of the Basic Reading Program Suggested by the Scott, Foresman Company and the Row, Peterson Company as Adopted by the State of North Carolina in the East Arcadia High School and Natmore Elementary School of Bladen County |
| McNeill, Justin Franklin    | A Suggested Program for Meeting the Challenge of Gifted Pupils in the Intermediate Grades of the Rural Elementary School  |
| Meddling,<br>Gertrude McKoy | The Practicability of the Activities Program in Language Arts in the J. C. Price Jr. High School, Greensboro, North Carolina  |
| Miller, Lois Clement        | A Study to Determine the Major Causes of Non-Promotions in the Primary Grades of the Mount Airy School  |
| Mitchener, Willena          | A Study of some Methods and Techniques of Enriching the Eighth Grade Reading Program Through Literature   |
| Moore, Effie Johnson        | Suggestions for the Improvement in the Instruction of the Exceptional Child with Emphasis on the Slow Learner in the Springfield Elementary School  |
| Monroe, Minnie Jane         | Some Suggested Methods of Improving the Teaching of Arithmetic in the Primary Grades at Kelley Grammar School, La Grange, Georgia   |
| Murchison,<br>Ruby Swinson  | Materials and Procedures Found Useful in Aiding Pupils Multiply Fractions by Whole Numbers  |

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| Newton,<br>Annie Virginia   | A Suggested Instrument for Appraising Classroom Adjustment in Grade Four, Pate-Gardner School, Gibson, North Carolina                                    |
| O'Kelley, Jack              | A Study of Superstitions in the Elon School Community and a Program to Break Down these Barriers in Teaching Sixth Grade Science                         |
| Palmer,<br>Emmett Edward    | Improving the Guidance Program in Susie Gibson High School, Bedford, Virginia  |
| Pemberton,<br>Amanda Thelma | Some Psychological Causes of Emotional Deviation in Students of Mineral Springs School, Ellerbe, North Carolina  |
| Plummer, Vivian Ann         | Some Functional, Psychological Aspects that Contribute to Retardation Reading of Second Grade Pupils   |
| Poindexter, Mildred         | Speech Problems of Second Grade Pupils at Mebane School of Winston-Salem, North Carolina, and how to Treat them  |
| Powell, Henry               | A Study of Remedial Instruction in Common Fractions in the Fifth Grade of the Bolton Elementary School, Bolton, North Carolina                           |
| Price, Dorothy Jones        | A Study of the Common Problems of the Fifth Grade Pupils in Washington County, North Carolina Elementary Schools, 1958-59                                |
| Raper,<br>Herbert Marshall  | Suggested Improvements of the Physical Education Program in the Philadelphia School, Cleveland County, North Carolina                                    |
| Robinson, Gilbert           | The Reorganization of the Industrial Arts Curriculum at Upchurch High School, Raeford, North Carolina, to Provide for a more Comprehensive Program       |
| Rush, Alean                 | An Analysis of Social Disturbances of the Socially Promoted Child in the Fourth Grade of the Caswell County Training School, Yanceyville, North Carolina |
| Rush, Gladys Covington      | Factors Determining the Need for Homebound Instruction in Richmond County  |
| Rushin,<br>Hazelena Thomas  | The Analysis of Students Activities in Kingville School, Albemarle, North Carolina   |
| Scales, Curtis Miller       | An Analysis of Withdrawals from Atkins High School, Winston-Salem, North Carolina from September 3, 1959 to April 11, 1960                               |

Scipio, Fleming Cade	A Suggested Art Program for the First Three Grades in the Purvis Elementary School, Purvis, North Carolina
Scipio, James Otho	A Comparative Study of Secondary Education for Indians, Negroes, and Whites in the County System of Robeson County, North Carolina from 1954-1959
Selby, Marjorie	A Survey of Literature Dealing with Planning Curricula for the Gifted Child in 1955-1959
Sellars, Elinor Atkins	A Suggested Plan for the Improvement of Rhythmic Instruction in Music Education, Grades 1-3, Kimberley Park Elementary School, Winston-Salem, North Carolina
Sellars, Virgie Virginia	An Individual Study of Negro Pupils who are Problems in Misbehavior in the Classroom of Grade Seven of the J. F. Gunn Elementary School, Burlington, North Carolina
Sinclair, Geneva Carolyn	Some Suggested Ways of Determining how the Reading Readiness Program is Helpful to the Primary Child
Singletary, Maudie L.	Music Appreciation in the White Marsh Elementary School
Smith, Calis Earl	A Suggested Program for the Improvement of Teaching Social Studies on the Junior High School Level
Smith, Cornelia Ann	A Study of Maladjusted Children in the Fifth Grade at Charles E. Perry School, Roseboro, North Carolina
Smith, Doris Phifer	Creativity as an Effective Approach Toward the Improvement in Music Education in the Queen Street High School, Beaufort, North Carolina
Smith, Eddie	Some Practical Methods to use in Teaching Spelling Effectively in the Upper Elementary Grades (5-7) Toward the End of Improving Reading and Writing Skills
Smith, Ernestine Cary	Classification of Publications from American Colleges and Universities on the Basis of Selected Criteria
Spaulding, Eula	Some Contributing Factors which give Rise to the Need for the Development of a Kindergarten Program at the Oak Forest Elementary School, Nakina, North Carolina

- Spencer, James Franklin A Suggested Plan for the Teaching of Physical Education at Columbia Heights Elementary School, Winston-Salem, North Carolina
- Stanley, Mazie A Suggested Plan for the Improvement of Discipline in the Elementary School
- Steele, Inez Ralph Functional Versus Traditional Methods of Teaching English Grammar from 1900-1941
- Tatum,  
Marjorie Coston An Analysis of Leisure Time Activities Among Forty Teenage Boys of Kingville High School, Albemarle, North Carolina
- Walton, Eva Peed Observations of Activities Leading to Improved Human Relationships at the S. W. Snowden High School, Aurora, North Carolina
- Watts, Gradie Some Suggestions and Instructional Materials that may be used for Teaching Health in the Primary Grades of the John Armstrong Chaloner High School, Roanoke Rapids, North Carolina
- Watts, Roland A Study to Determine the Need of an Industrial Arts Program for Selected Elementary Teachers in the Schools of Winston-Salem, North Carolina
- Watts, Velma Gibson A Study of Effective Teaching Procedures which will make Numbers Meaningful to First Grade Pupils
- Webber, Eugene Suggested Curriculum Improvements of the Industrial Arts Program in the Unity High School of Iredell County, Statesville, North Carolina
- Williams, Edna Wall Natural Resources for Teaching Science in the Mineral Springs High School, Ellerbe, North Carolina
- Williams,  
Zadie Vermelle A Brief Study of Some of the Changes in Elementary School Music Since 1875
- Wiseman, Patricia The Application of Some Sociometric Devices in Studying the Social Adjustments of Students in Class One-B at the F. D. Bluford School, Greensboro, North Carolina
- Wiseman,  
Richard Anderson The Teaching of Word Usage Through the Diagnosis Procedure in Class Seven-B, Lincoln Jr. High School, Greensboro, North Carolina
- Wright, Louise Ellis Animals and Plants Found in Catawba County that can be used in Teaching Biology
- Wyche, Martha Dowdy Socialization of Reading, Language, Spelling and Writing in the Pitt County Training School, Grimesland, North Carolina







